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ABSTRACT

The guide presents strategies for the dissemination of promising vocational education practices into local school districts. The first of four chapters discusses five commonly encountered questions which arise when new practices are considered. For example, the question, "How can I identify worthwhile practices for my school?" is addressed. In response, the guidelines suggest learning about promising practices from the "Promising Practices Handbook," conferences, and other resources. In addition, criteria for judging a practice are reviewed. Chapter 2 poses and responds to questions about planning. Guidelines are provided for answering concerns such as "What changes need to be made to the existing curriculum and/or programs?" Chapter 3 addresses common concerns in the implementation phase. Questions such as "How do we move from a paper plan to program action?" are asked and answered. Chapter 4 includes abstracts from four model pilot sites. Each model contains the project purpose, groups involved, group size, environment, adaptation possibilities, resources used, materials developed, evaluation method, and contact person. Also included are the project's background and a description of the phases (usually three) of the process. In general, phases include planning, field testing, and implementation. Appendixes contain a form for planning and monitoring results, a planning worksheet, and an evaluation checklist. (CSS)

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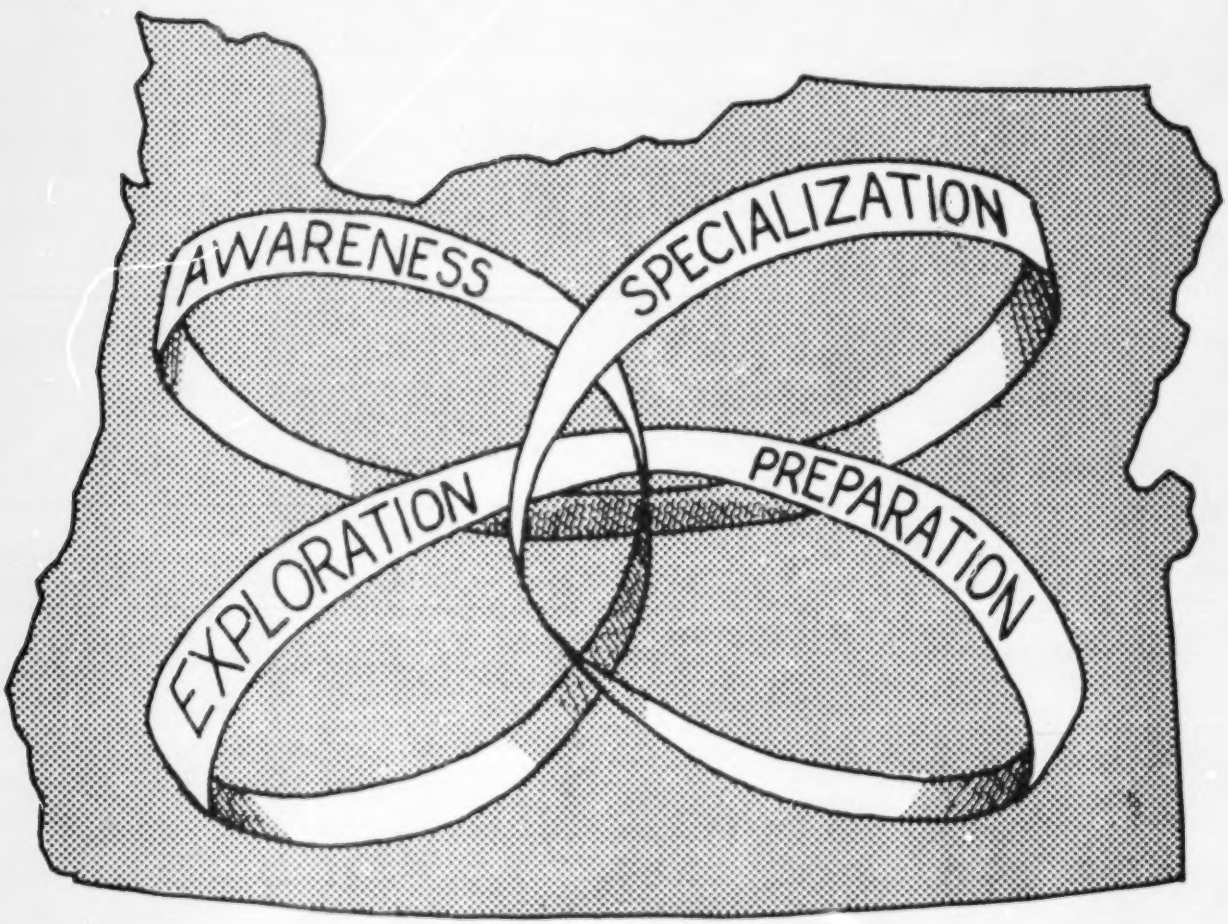
AN ADOPTER'S GUIDE

PROMISING PRACTICES IN OREGON CAREER AND VOCATIONAL EDUCATION



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A Project at
Linn-Benton Educational Service District
In Cooperation with
Oregon Department of Education

1977 - 1978

PROMISING PRACTICES

ADOPTERS GUIDE

Ada Lofts Fancher, Director

Linn-Benton Education Service District

905 E. Fourth Ave.
Albany, Oregon 97321

FOREWARD

This guide has been developed for local school districts that are considering the addition of new practices to their school programs.

The dissemination process of a specific practice will be somewhat different in each school setting, and will require modifications to the needs of the individual school. For that reason, the guidelines expressed in this paper are of a general nature, to allow for the needed adaptations. However, they have been derived from a comprehensive model for dissemination of promising practices, and each of the suggestions is based on experience with more than one practice.

The guidelines are simplistic and intended as checkpoints for screening, adapting, and implementing new practices into a school. The author suggests that new practices are worthy of investigation beyond the scope of this guide. Any practice that is added to a school program deserves a chance to succeed. Success is possible if the practice is needed, properly adapted, and implemented with commitment and planning.

This guide was written as a helper in the successful implementation of new and exemplary practices for improving the educational program for students.

BACKGROUND

Over the past decade, Oregon has developed many good practices in career and vocational education. Most promising practices are results of local school districts efforts to improve the delivery system for education. Assistance has been rendered to local schools through grants and technical help from the State Department of Education. The Research and Exemplary grants have served as a catalyst for many of our recognized promising practices.

Unfortunately, exemplary practices are prone to remain localized with the developmental site. The State Department of Education recognized the dissemination problem and funded a project to streamline the process for replication of practices into other settings.

In its initial year, the Promising Practices dissemination project conducted several regional workshops to introduce some of the better practices to the schools of Oregon. From these workshops, 10 pilot implementation sites were established.

Using staff from the original developmental sites, implementation schools received in-service on the concept and procedures for implementing the practice into their local settings.

The Director of the Promising Practices project worked with the new sites in the development of a plan for adaptation and implementation of the practice.

A proposed second year of the Promising Practices project will be devoted to achieving full implementation of the practices at the pilot sites and further dissemination of all practices. Disadvantaged and handicapped and community college practices will be included in this phase of the dissemination effort.

A strong evaluation component has been an on-going part of the dissemination project. The evaluation of each process allows easy identification of strategies that work. The successful strategies for dissemination of Promising Practices are brought forth in this guide.

Chapter I

DISSEMINATING PROMISING PRACTICES CONCEPTS TO LOCAL SCHOOLS

Before a practice can be transported to a new setting, key staff members must become familiar with the concepts; see it work; accept it for having merit; and become committed to its introduction into the instructional program. This chapter will address the most commonly encountered questions when new practices are under consideration.

- How can I identify worthwhile practices for my school?
- How can I determine if my school or school district needs to adopt a new practice?
- How can I assure that the practice is well suited to my school district?
- How do I identify staff for implementing a new practice?
- What in-service is needed for the staff to implement a practice?

How can I identify worthwhile practices for my school?

* Promising Practices Handbook
  Resource Center
  Oregon Department of Education
  942 Lancaster Drive NE
  Salem, OR 97310

This handbook was developed cooperatively by the School of Education, Oregon State University, and the Oregon Department of Education for the purpose of identifying Promising Practices that:

- Address significant problems in career education.
- Are effective in their environment.
- Are transportable (i.e., can be adapted and communicated).

* Conferences are an excellent source for learning about Promising Practices
  - OCCVA (Oregon Council of Career and Vocational Administrators). This group meets in the fall and spring each year. Watch for dates and details in your professional newsletters or the Pipeline.
  - Small Schools Conference. Each summer small schools projects are shared. This next summer will provide an opportunity for the sharing of small school adaptations of Promising Practices.

* Other Resources
  - Education Service Districts. The Regional Coordinator of Career and Vocational Education can provide you with current information regarding recommended exemplary practices.
  - Oregon Department of Education. The director of research and exemplary projects in career and vocational education and the state specialists can provide you with information about projects in specific levels and/or disciplines. The Resource Center at ODE may have a copy of the handbook.
  - Developmental site. Use this resource only if a contact person has been identified on the project information sheet.

* Criteria for judging a practice.

In order to review projects for consideration, the following key questions should be reviewed:

- Can the project be replicated? Is there anything developed such as curriculum materials, management system, step by step developmental procedures, that can be reviewed and adapted for use in a different setting?
- Can the project be transported from the developmental site? Is the developmental setting so unique that to transport the project would diminish its effectiveness.
- What is the cost-benefit ratio? Can existing materials and guidelines be utilized resulting in curriculum up-dating and/or revisions with limited funding? Budgets have to be lived with and curriculum kept current within guidelines set by local agencies.

- What will be the facility and equipment requirements? Will these requirments fit reasonably well with your existing plans or will they require major budget revisions?
- What, if any, changes will be required in staffing? Can you utilize existing staff? Will staff require inservicing? Will there be a need for budgeted changes in advance?
- Has the practice been evaluated and field tested? By what standards has the practice been reviewed? Does this standard meet the standards set by my local school or school district.
- Can the practice be integrated into the existing programs? Can it become a part of what is now being done, enabling change to take place or will it be another innovation--here today, gone tomorrow.
- Is the practice compatible with existing school programs, goals and philosophy? Will it compliment the developmental work in process or will it create a completely different orbit to follow?

✻ How can I determine if my school or school district needs to adopt a new practice?

✻ Are we able to meet identified goals or should we be looking at new or different approaches? In many instances the identified goals are very practical and appropriate; however, the method of attaining the goal has not brought about the desired results. Perhaps, regrouping and looking at the same goal, but from a different perspective is most productive.

✻ Is staff interested in trying a new or different approach? Have there been any indications that point out the fact that staff is ready to try something new or different.

✻ Have there been requests for changes or improvements in existing curriculum or programs by:

. Staff
. Community
. Students

✻ Is there commitment to the change by a building administrator? The involvement of a building administrator in the organization and development of the Promising Practice is a key factor in the successful completion of the project.

How can I assure that the practice is well suited to my school district?

- Has the necessary data been collected and coordinated regarding the need for change? The data does not all have to be hard data. Suggestions for data are: student, parent, community, staff surveys; existing information such as SERVE Reports, ECC graduate follow-up; individual program follow-ups.

- Are the goals and objectives of the Promising Practice identified? Has the developmental site been able to meet the objectives identified by the practice?

- Are the goals and objectives of the local school or school district identified? Do they coincide with the Promising Practice being considered? If they do not, could either the practice or the school objectives be adapted to meet the requested change.

How do I identify staff for implementing a new practice?

- Will the practice require total staff involvement? Will it be best to start with a few key people for preliminary planning and then involve total staff?

- Who will provide the teacher motivation and enthusiasm for successful implementation? Is there a key leader within the staff who could assume the catalyst role and spearhead the practice?

- Who will make up the implementation team? It is critical that this team work together from the beginning of the project. A key person from each grade level or discipline should be on the team, including an administrator and a guidance person.

- Who is directly responsible for the project? The members of the planning and implementation team share responsibility, however, the key administrator and staff person are directly responsible. This must be clearly identified.

What in-service is needed for the staff to implement a practice?

- Introduction to the concept by a resource person from the site that has successfully operated a Promising Practice. This can be facilitated by the attendance of key staff at suggested conferences or inviting designated persons (from site, E.S.D., or O.D.E.) to your school for a presentation.

- Visitation to Promising Practices school site by key staff. It is critical at this point that all of those who would be involved in the planning process visit the site for a day. This visitation should be planned for definite outcomes and coordinated with the Promising Practices site.

* A resource person from the Promising Practices school will visit the local school setting to consult on possibilities for the adaptation of the practice. The key staff should be involved in this meeting with an ample amount of time allowed for discussion.

* A How-To-Implement in-service should be conducted once key staff have decided on a commitment to the Promising Practice. An outside facilitator should be brought in to handle this process. The resource person from the Promising Practice developmental site, the Promising Practice project director, the local regional coordinator or other appropriate person.

* Follow-up in-service throughout the project must be conducted to handle any problems, develop evaluation procedures and strengthen staff competence.

Chapter II

PLANNING

After a practice has been accepted and local district commitment to its implementation is secured, the plan must be specific for bringing the practice into a school or school district. Some common questions about planning follow:

- What changes need to be made to existing curriculum and/or programs?
- How will changes occur?
- Who will be involved in making changes?
- What kinds of planning must take place?

- What changes need to be made to existing curriculum and/or programs?

  - Determine what is actually in existence. Assess the current status of the curriculum and/or program. If assessment guides are available, use them. Otherwise make a written list of what is actually happening, how it is happening, who is responsible for specific details, and any other information that is pertinent to what is now happening.

  - Clearly identify the outcomes desired from the change. What are you actually trying to accomplish with the change? This step will determine the direction of the change, thus it is crucial that it is well thought out.

  - Develop a written list of what must occur in order for the desired outcomes to be achieved. This list should be comprehensive and include such items as staffing, curriculum development, staff in-service, resources and materials, facilities and equipment, budgeting requirements.

- How will changes occur?

  - Strategies should be clearly stated identifying how each change will actually occur.
    For example: If staff in-service is needed, when will it take place, how often, who will attend, who will conduct it, who will be responsible to set it up and carry out all of the details.

  - The responsibility agent(s) must be identified. If no one is responsible, nothing will happen. This person(s) should be highly motivated and capable of motivating others to the highest degree.

  - Timelines for the changes should be clearly delineated and followed as closely as possible. The total school schedule and responsibilities of all those who are key persons involved with the change should be considered. Planning should provide for a two or three year change process, doing a few things well each year.

  - Sample work sheets for planning are in Appendix A & B. They are designed to enable you to plan out the process on paper, including all components.

Who will be involved in making changes?

- One person should be the "key" responsibility agent within the building (for a local school project) or within the district (for a district-wide project). Occasionally a co-chairperson situation is effective, but only if lines of authority and responsibility have been clearly delineated.

- A "key" person, representative of each component of the change, should be involved from the very beginning of the planning process. This involvement is what enables the change to become integrated into what exists, rather than innovation, which is here today and gone tomorrow.

- Each "key" person then becomes the leader within their representative component. For example: Each department might have a "key" person on the planning committee. That person will then be the leader within the individual department assuming the responsibility of motivating others and seeing that the plan is carried out.

What kinds of planning must take place?

- The Operational Plan involves identifying all of the changes that must happen, how they are going to happen (strategies), who is going to see that they happen (responsibility agent), and when they are going to happen (timelines). An evaluation component must be reflected in all plans.

- The Long Range Plan (Implementation) enables you to identify your desired outcome at the end of the project (usually 2-5 years down the road), where you are now (from your current assessment), and what major things will be done each year to get to the desired outcomes. This is done in general terms.

- The Short Range Plan can be developed within time segments that are appropriate to a specific practice. By taking each year of the long range plan and working out monthly timelines, year one (year two, etc.) can be put into action. Timeline and resource changes can be adjusted as needed in order to facilitate the project completion. Remember, the intent is to integrate into the existing structure!

Chapter III

IMPLEMENTATION

Once plans have been finalized, a school is now ready to implement the practice into their own setting. Adaptations have been made to the practice to assure that it meets local needs. The most common concerns in the implementation phase are:

- How do we move from a paper plan to program action?
- How do we know if the practice is accomplishing what it was designed to do?
- How do we revise a practice during its implementation so that it continually improves in quality?

- **How do we move from a paper plan to program action?**

  - Those involved in the implementation process must be provided with the time needed for carrying out their specific responsibilities. Providing substitutes to release the key staff for a half or full day each nine-week period enables the key people to work collectively or individually on a project.

  - Resources needed must be arranged for and be available at the appropriate time and place. The resources might be materials, a consultant, a visitation, or others appropriate to the project.

  - The commitment of the school administration becomes a key factor in this step. The budget for this project must be supported at the administrative level.

- **How do we know if the practice is accomplishing what it was designed to do?**

  - Simple evaluation instruments should be developed and used by everyone involved in the project: students, teachers, administrators, support staff, any others. (Evaluation form, Appendix C)

  - Using the results gained from the evaluative instruments, the staff will be able to determine whether desired outcomes are actually being accomplished. This process must be on-going and provisions made for revisions to the project, based upon these evaluations.

- **How do we revise a practice during its implementation so that it continually improves in quality?**

  - At appropriate intervals throughout the year, key staff should review what has actually happened. This should be compared to what was reflected on the paper plan and adjustments made.

  - The evaluations should also be reviewed and compared to the original plan. Any adjustments should be on-going in order for the end results to be in line with what is desired.

  - Revision is a continual process if quality is a desired component of any educational program. By building in an evaluation component that evaluates as the process is developed as well as an evaluation component that measures the sum worth of the program, revision will happen--not just be talked about.

Chapter IV

MODELS

Four of the Promising Practices from 1977-78 pilot sites have completed their planning and are currently implementing the practices into their own schools. Abstracts of these pilot sites are included in this chapter. These sites are prepared for visitations by other schools that are interested in these specific practices.

The four sites are second-generation adaptations of practices and were transported from the original developmental sites.

Four pilot sites from the 1977-78 project have completed the planning phase and are now in the process of implementing the adaptation of the Promising Practice into their existing school program. An abstract of each project is contained in this chapter. The sites and the projects are:

A PROCESS FOR INTEGRATING CAREER AND CONSUMER EDUCATION COURSE GOALS WITH BASIC READING PROGRAMS

Developmental Site: Portland Public Schools
Consultant: Dr. Ralph Hodges, Reading Coordinator, Area III
* Adaptation Site: Price Elementary School
Contact Persons: Pat Cariati, Principal
Judy Marchel, Teacher
Rt. 1 Box 342K
Albany, OR 97321
See Page 15 Phone: 928-3902

ARTICULATING GOALS THROUGH AWARENESS/EXPLORATION KITS

Developmental Site: Marion Education Service District
Consultant: Dan Grimes, Awareness Specialist
Oregon Department of Education
Adaptation Sites:
* Grades 1-6: Tangent Elementary School
Contact Persons: Cynthia Coady, Principal
Lindell Groves, Teacher
32100 Old Oak Drive
Tangent, OR 97389
See Page 17 Phone: 928-8857

* Grades 5-8: Philomath Middle School
Contact Persons: Dwight Grass, Vice-Principal
Marie Campbell, Guidance
P.O. Box 271
2000 Plymouth Road
Philomath, OR 97370
See Page 19 Phone: 929-3167

AN OPEN BUSINESS EDUCATION LAB FOR PREPARING STUDENTS AS EMPLOYERS AND CONSUMERS

Developmental Site: Dufur High School, Dufur, Oregon
Consultant: Illa Atwood, Business Education
Linn-Benton Community College, Albany, OR
* Adaptation Site: Alsea High School
Contact Persons: Ben Goodling, Superintendent
Jim Hagler, Business Education Teacher
Box B
Alsea, OR 97324
See Page 21 Phone: 487-4305

A PROCESS FOR INTEGRATING CAREER AND CONSUMER
EDUCATION COURSE GOALS WITH BASIC READING PROGRAMS

ADAPTATION SITE: Price Elementary School, Price School District No. 6C, Albany, Oregon

PURPOSE:

Staff development
Curriculum development

GROUPS INVOLVED:

Total staff, grades 1-6
Students, grades 1-6

GROUPS SIZE:

Staff, 3
Students, 64

ENVIRONMENT:

Rural

ADAPTATION POSSIBILITIES:

Statewide, Any Basal Reader

RESOURCES USED:

3 Staff, 7 days
Project Consultant, 4 days
Secretarial, 3 days

MATERIALS DEVELOPED:

Teacher's Guide

EVALUATION:

Third Party Evaluator
Classroom Tested

FOR FURTHER DETAILS:

Dr. Ralph Hodges, Consultant
Portland Public Schools
Reading Coordinator, Area III
1221 Southeast Madison
Portland, Oregon 97214

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PROJECT BACKGROUND:

The primary basal reader series provided the content to teach career and consumer education concepts to children in the elementary grades.

ADAPTATION PROCESS:

The Price Elementary School staff elected to choose a four-phase adaptation process:

Phase I: PLANNING AND WRITING. Planning began in November 1977, followed by four days of writing by the consultant/staff and three additional days of writing. A rough draft of the Teacher's Guide was ready for typing by June 15, 1978.

Phase II: FIELD TESTING AND REVISION OF THE TEACHER'S GUIDE. September 1978-June 1979 will be utilized for field testing the Teacher's Guide. Six days of substitute release time is planned for the staff and one day of consultant time.

Phase III: A Teacher's Guide will be prepared by June 1979.

Phase IV: REVISION, LONG RANGE PLAN FOR CONTINUED CURRICULUM UP-DATE. The Teacher's Guide will be revised and up-dated each year and integrated into a Long Range Plan for curriculum development.

CONTACT PERSON:
Pat Cariati, Principal
Mrs. Judy Marchel
Price Elementary School
Rt. 1 Box 342K
Albany, Oregon 97321

ARTICULATING GOALS THROUGH AWARENESS/EXPLORATION

CURRICULUM KITS

Grades 1-6

ADAPTATION SITE: Tangent Elementary School, Tangent, Oregon

PURPOSE:

Curriculum Development

GROUPS INVOLVED:

Total Staff, grades 1-6
Students, grades 1-6

GROUPS SIZE:

Staff, 6
Students, 71

ENVIRONMENT:

Rural

ADAPTATION POSSIBILITIES:

Statewide

RESOURCES USED:

6 Staff
Curriculum Kits, grades K-3
Curriculum Kits, grades 4-8
Use of Community Resources Class, DCE, 3 credit hours
8 Substitute-release days for staff

MATERIALS DEVELOPED:

Career Education Course Goals Integrated into existing Curriculum
Use of Community Resources Integrated into Lesson Plans
Development of Long Range Plan for Career Education into Existing Curriculum

EVALUATION:

Third Party Evaluator
Classroom Tested

PROJECT BACKGROUND:

A goal-based program has been developed that articulates awareness/exploration goals for career education in Oregon. Curriculum Kits for grades K-8 were field tested and revised and are available for integration into existing programs.

ADAPTATION PROCESS:

The Tangent Elementary School staff elected to choose a three-phase adaptation process:

Phase I: PLANNING began in January, 1978. The project director assisted the staff in determining their goals and objectives and procedures for the adaptation of the Curriculum Kits into their existing curriculum. The project budget provided eight substitute release days enabling the staff to work on-site.

Phase II: IMPLEMENTATION AND REVISION will begin in September 1978 and be completed in June 1979 with a final revision completed and included as an integral part of the curriculum. Six substitute release days are budgeted through the project budget, as well as one consultant day.

Phase III: LONG RANGE PLANNING AND REVISION The long range plan includes yearly revisions and up-dating. The budget needed for Phase III and continuous years will be assumed by the local school district.

CONTACT PERSON:
Lindell Groves or Cindy Coady
32100 Old Oak Dr.
Tangent, OR 97389
Phone: 928-8857

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ARTICULATING GOALS THROUGH AWARENESS/EXPLORATION

CURRICULUM KITS

Grades 5-8

ADAPTATION SITE: Philomath Middle School, Philomath, Oregon

PURPOSE:

Curriculum Development, Grades 5-8

GROUPS INVOLVED:

Staff, grades 5-8 and guidance
Students, grades 5-8

GROUPS SIZE:

Staff, 5, Planning Phase
25, Implementation Phase
Students, 150, Field Test and Revision
398, Implementation Phase

ENVIRONMENT:

Rural

ADAPTATION POSSIBILITIES:

Statewide

RESOURCES USED:

6 Staff
Curriculum Kits, grades 4-8
Use of Community Resources Class, DCE, 3 credit hours
12½ Substitute Release Days for Staff
Secretarial Time, 3 days

MATERIALS DEVELOPED:

Teacher's Curriculum Guide, Revised to include Career Education Course Goals

EVALUATION:

Third Party Evaluator

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PROJECT BACKGROUND:

A goal-based program has been developed that articulates awareness/exploration goals for career education in Oregon. Curriculum Kits for grades K-8 were field tested and revised.

ADAPTATION PROCESS:

Philomath Middle School staff elected to utilize a three-phased adaptation process:

Phase I: PLANNING AND WRITING rough draft of awareness/exploration goals to be included in existing curriculum guides. Planning began in February 1978 involving 5 staff members, including one guidance person. The rough drafts were completed and submitted to the secretarial staff for typing by June 15, 1978.

Phase II: FIELD TESTING AND REVISIONS OF GUIDES. The planning team will field test and revise the rough drafts during the 1978-79 school year. They will also plan the implementation process to be used with the total staff.

Phase III: IMPLEMENTATION. The planning staff will coordinate the implementation process. A long range plan will be developed to assure continued up-date and revision. Ten days of substitute release time will be provided by the project to enable the planning staff to complete Phase II and III.

CONTACT PERSON:
Dwight Grass, Vice-Principal or
Marie Campbell, Guidance
Philomath Middle School
P.O. Box 271
2000 Plymouth Road
Philomath, OR 97370
Phone: 929-3167

AN OPEN LAB FOR

PREPARING STUDENTS AS EMPLOYEES AND CONSUMERS

ADAPTATION SITE: Alsea High School, Alsea, Oregon

ORIGINAL PROJECT SITE: Dufur High School, Dufur, Oregon

PURPOSE:

Job Preparation
Provide Experiences in Business

GROUPS INVOLVED:

Business Education Teacher
Office Staff
Community
Students, grades 9-12

GROUP SIZE:

Staff, 1
Students, 8-85
Office Staff, 1
Community, 8

ENVIRONMENT:

Rural

ADAPTATION POSSIBILITIES:

Statewide

RESOURCES USED:

1 staff
2 consultants
State Department Business Education Specialist
2 Substitute release days
3 weeks of curriculum writing time for staff
Open Lab Concept: North Bend High School, North Bend, Oregon
Office Simulation, Dufur High School, Dufur, Oregon

MATERIALS DEVELOPED:

Curriculum Guide and Management System for a Combination Office Simulation/ Open Lab

EVALUATION:

Third Party Evaluator
Classroom Tested

PROJECT BACKGROUND:

The office simulation program was designed to provide a vocationally oriented program in a rural setting which would prepare students with the skills necessary for job-entry level positions in office and clerical occupations. The open-lab concept was developed to provide flexibility in scheduling and a more individualized approach to the teaching methodology.

ADAPTATION PROCESS:

This project combines the open lab and office simulation concepts. It interfaces with a Small Schools Project which is designed to provide each student an opportunity to gain experience with the business world, either as a consumer or as an employee.

A three-phased plan was designed to develop curriculum, community experiences, field testing, and revision.

Phase I: Planning began in March, 1978 with visitations to Dufur and North Bend High Schools. Curriculum writing time (3 weeks) was provided as well as some consultant assistance (8 days). A rough draft of the curriculum units designed for 1978-79 will be ready for field testing by September.

Phase II: An Advisory Committee will be utilized to encourage community involvement. The field-tested portion of the curriculum will be revised. A long range plan for curriculum development will be finalized.

Phase III: The community experience portion of the curriculum will be field tested and revised. All students will be provided an opportunity to participate in the simulation/lab.

CONTACT PERSON:
Ben Goodling, Superintendent or
Jim Hagler, Business Education Teacher
Alsea High School
Box B
Alsea, Oregon 97324
Phone: 487-4305

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Appendix A

PLANNING AND MONITORING RESULTS

PLANNING MATRIX - INSTRUCT
FOR A STARTUP OR NEW PROJE

1. PURPOSE _____

4. Where are you today in relation to each Key Result Area?		6. Backplan from target to present; set sequential benchmarks indicating progress. Consider how you will get feedback about actual results in each result area.	5. Set terminal date & target for improvement in each result.	3. Organize and consolidate into 3 or 4 essential result areas which must be completed to meet target date.
4. TODAY IN EACH RESULT AREA		6. TIME FRAME FOR MONITORING PROGRESS	5. DATE & TARGET	3. KEY RESULT AREAS
A.	Feed			A.
	Bench			
B.	Feed			B.
	Bench			
C.	Feed			C.
	Bench			
D.	Feed			D.
	Bench			

2. If successfully c
by _____
what has to be in

BRAINSTORM 10-15
indicators:

What's missing?

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Appendix B

Planning Worksheet

GOAL:

OBJECTIVE	ACTIVITIES/STRATEGIES	TIMELINE	RESPONSIBILITY AGENT

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EVALUATION CHECKLIST

This checklist has been developed to help you determine whether or not you have built an evaluation component into your implementation plan.

Check(v) Yes	No		
___	___	1.	Have you identified measurable student outcomes?
___	___	2.	Have you described the means you will use for collecting and analyzing evaluative data on the extent to which students attained selected outcomes?
___	___	3.	Have you made provisions for the listing of learning activities that students engage in to attain desired outcomes?
___	___	4.	Have you made provisions for the listing of people, equipment, and space required for student learning activities?
___	___	5.	Have you made provisions for the listing of staff development activities which enable teachers to facilitate attainment of desired student outcomes?

CHECK, HAVE YOU SPECIFIED

Yes	No	
___	___	What information is needed?
___	___	From whom the information will be secured, e.g. teachers, counselors, etc.?
___	___	What will be used to find the information, e.g., instruments?
___	___	Who will complete the instruments?
___	___	What comparisons will be made?
___	___	When will the information be collected?
___	___	Who will analyze the data?
___	___	Who will write-up the findings?
___	___	When reports will be made?